



# CELEA News

*Newsletter of the Christian English Language Educators Association*

Biannual

Volume 8 (1) ~ Fall 2016

<b>Table of Contents</b>	
<b>Letter from the President</b> <i>Sharry Andrews</i>	Page 1
<b>The Editor's Note</b> <i>Kimberley Gamez</i>	Page 2
<b>News and Announcements</b>	Black Boxes
<b>Using Jump Rope Rhymes to Teach English</b> <i>Carol Ann Freeman</i>	Pages 3-4
<b>Semantic Sensitivity</b> <i>Iris Devadason</i>	Pages 6-9
<b>A Threefold Cord in Alternative Assessment: Collaboration, Creativity, and Critical Thinking</b> <i>Virginia Hanslien</i>	Pages 10-11
<b>Book Review: Tried and True ESL Lessons Level 1 Book A and Tried and True ESL Lessons Level 1 Book B</b> <i>S. Quinn O. Dyrli, Reviewer</i>	Pages 12-13

## Letter from the President

Sharry Andrews, [president@celea.net](mailto:president@celea.net)

Dear Friends,

As we approach a season of giving thanks and celebrating the birth of our Savior, I am reminded how thankful I am for the opportunity to be involved in CELEA with all of you. I have a very special place in my heart for our organization, as this is the very place where I found my path to my current position in a long career in teaching English to Japanese. In 2004, at the Christian caucus networking booth at TESOL in Long Beach, and then in Seattle in 2007 at an Academic Session sponsored by the Christian caucus at TESOL and at the CELT conference, I met other Christians in the field of TESOL who later became mentors in my graduate program at Biola University, a colleague in my current job at Showa Boston, and now fellow CELEA Board members. These divine appointments at TESOL and CELT have made a deep impact on my life and career.

I share this with you to encourage each of you to get more involved in CELEA and invite others to join CELEA. There are opportunities to serve on the CELEA board, contribute articles to our newsletter, present in the CELEF Academic Session, present at CELT and network with other Christian educators around the globe. If you are interested in getting involved or have suggestions, please feel free to contact me at [sharryandre@gmail.com](mailto:sharryandre@gmail.com). Let me know how we can serve you!

Ephesians 3:20 reminds me that God is able to do immeasurably more than we ask or imagine, so it is my prayer that God will use each of you in a powerful way as you teach in your schools, institutions, churches, and communities.

In Him,

**Sharry Andrews**

*Sharry Andrews is a full-time professor at Showa Boston Institute for Language and Culture, the study abroad campus of Showa Women's University in Japan. She established an ESL program for Japanese women and their young children at Highrock Church in Arlington, Massachusetts in 2011. She has taught English to Japanese business professionals, families and university students for her entire career. Sharry completed her MA TESOL online at Biola University in 2012. She lives in the Boston area with her family and is one of three generations of TESOL professionals.*





## The Editor's Note: The Name of Jesus

Kimberley Gamez, [kimgamez@gmail.com](mailto:kimgamez@gmail.com)

It's the time of year again when the streets are lined with lights and doors are adorned with wreaths. As teachers and educators, we are busy planning the ends of semesters and grading finals. It is easy to get swept away with the business of it all. I admit that it's sometimes difficult to remember what this season is about: The birth of our King.

This semester I have been teaching a Narnia study to high school ELL students. I planned the lessons hoping to inspire and interest the students. As we analyzed the story's themes and connection to the Bible, I took pause at this quote from *The Lion, the Witch, and the Wardrobe* by C.S. Lewis:

At the name of Aslan each one of the children felt something jump in its inside. Edmund felt a sensation of mysterious horror. Peter felt suddenly brave and adventurous. Susan felt as if some delicious smell or some delightful strain of music had just floated by her. And Lucy got the feeling you have when you wake up in the morning and realize that it is the beginning of the holidays or the beginning of summer.

Aslan, the illustration of Jesus in the book, is so powerful that his name spurs sensations and feelings within the other characters. As many of us teach and work in different contexts, we may question how we can be a witness or how God can work through us as Christian practitioners (I know I do!). I was encouraged by the reminder of the power of Jesus's name and the Holy Spirit. May we trust in the Lord to speak to our students and surpass our understanding of His power and love.

Blessings to you,

**Kimberley Gamez**

Kimberley graduated with a MA TESOL from Biola University and has taught in China, Taiwan, and South Korea. Currently, she is a secondary ELL teacher at Southlands Christian Schools in southern California.

### News and Announcements:

While Christian teachers have always engaged in professional development through local, state, and national conferences, we have also had another opportunity. The Christians in ELT (CELT) conferences provide an occasion for TESOL professional development from a Christian perspective. CELT conferences focus on the integration of faith and teaching in ethical and culturally appropriate ways, the exploration of the intersections of spirituality and language teaching, curriculum that facilitates personal growth and social change, and ways Christians can better engage in excellent service and teaching. CELT Seattle 2017 is being held on March 21, 2017 at Seattle Pacific University. Our CELT theme, *The Worlds of CELT*, focuses on the diversity found in Christian English language teaching around the world. From church-based ESL programs for adult immigrants in North America, to missionaries teaching English cooking classes in Japan, to school teachers in English immersion Christian schools in China - we are celebrating the diversity in our work and ministries at CELT Seattle.

**Call for Proposals: (Extended to) January 5, 2017**

Go to [www.celea.net](http://www.celea.net) for proposal guidelines.





# Using Jump Rope Rhymes to Teach English

Carol Ann Freeman, [carol\\_ann.freeman@nyack.edu](mailto:carol_ann.freeman@nyack.edu)

This past summer I experimented with using jump rope rhymes to support the learning objectives of a curriculum that I had developed to teach English to young children. I was not looking for a specific outcome, but generally wanted to see if using repetitive rhymes and total physical action (TPR) would be a fun and effective language-learning activity. The teaching sites were in an elementary school in Debrecen, Hungary and at a church in Gyula, Hungary. The range in age of the children was six through twelve years old. The length of program for all groups was one week. The Debrecen program had a scheduled 45-minute game time during which the jump rope rhymes were presented, and each child had their own single jump rope. In Gyula, there was a courtyard in which the children congregated before and after class where they participated in the activity, and where a long jump rope was used.

I was inspired to incorporate jump rope rhymes into the curriculum because *Bread and Jam for Frances* was the book I had chosen to present the topic of food, food groups and healthy eating (Hoban & Hoban, 1964). In the story, Frances sings rhymes while jump roping to convince herself that she only likes bread and jam. The book's illustrations provide a clear visual of the activity and prop. In addition, *The Mitten*, as re-told by Jim Aylesworth, was presented, which naturally led to the topic of the months of the year for which several traditional jump rope rhymes exist (Aylesworth & McClintock, 2009).

The following is what I learned while developing the curriculum and through observing the activity and the children:

1. First, the language of the rhyme you select may need to be adjusted to fit the culture in which you are teaching. For example, Frances' rhyme begins, "Jam on biscuits, jam on toast" (Hoban & Hoban, 1964, p.10). Due to a Hungarian slang word applying to children, "biscuit" is the word many English teachers use for "cookie." To use the original language for Frances' rhyme would be confusing to children ("You put jam on cookies?"); therefore, the first line of Frances' rhyme was adjusted to "Jam on bread and jam on toast" to be linguistically clear.
2. Next, your first step may be teaching the children to jump rope. I was surprised to find that most of the children did not know how to jump rope. This observation was supported in a conversation with a Hungarian physical education teacher whose opinion was that because children are not playing outside or going to the playground as much as they had in past generations, they learn skills such as jump roping later. At the Debrecen site, the children were given two days to experiment at jumping with their jump rope on their own. Presenting a rhyme during this early stage was non-productive. At the Gyula site, there were several athletic boys who caught on quickly and could demonstrate how to jump rope. Several children then followed; and, of course, their attempts were enthusiastically applauded.



3. Third, choose and prepare jump ropes ahead of time to support success. When using short jump ropes (we purchased ours from dollar and craft stores) untie them ahead of time and let them hang and straighten. Investing in a good quality long jump rope is definitely a good idea.

Once the children were confident that they could jump rope (usually by day three), they began to jump to the rhymes. Although they enjoyed repeating Frances' rhyme, they preferred jumping to a traditional rhyme that supported learning the names of the months:

*Sheep in the meadow and cows in the corn;  
Jump 'til the month when you were born:  
January, February, March, April . . . (Author unknown)*

I believe this was because it was personal and each child's birthday month, and therefore each child, was recognized. Although we did not teach it, some children skipped out from the long rope when their birthday month was presented, as opposed to just stopping their jumping.

One observation that I made requires further research on my part. The children in Gyula, which was the long jump rope site, preferred to jump facing away from the people twirling the rope. They did not see the rope as it was being twirled, and they did not have a visual of the rhythm being set. Therefore, they did not have a clear sense of when to start jumping. There were many false starts, which hindered the language-learning goal. When we tried to orient them so that they were facing the twirlers, they questioned why they should face them when they wanted to face out. One reason they may have preferred to face away from the twirlers could be that they wanted to face me – their teacher – the one coaching them on the language. The next time I use jump rope rhymes, I will stand next to a twirler to see if jumpers choose their orientation based on being able to see the one who leads them in the language, or they just prefer to face away from the twirlers and look out. It should also be noted that they were not at the skill level where they could skip into a twirling rope, enabling them to feel the rhythm ahead of time.

Despite challenges I did not anticipate, I will use jump rope rhymes again to reinforce language, to add variety to lessons and to provide activities for children who learn best through movement (kinesthetic intelligence) or rhythmic activities (musical intelligence). There are several sites on the internet that provide an index and the text for traditional jump rope rhymes, so a teacher who wants to utilize this method could just do a search for *jump rope rhymes*. Language lessons could then be built around existing rhymes, or teachers could develop their own rhymes to support language-learning goals.

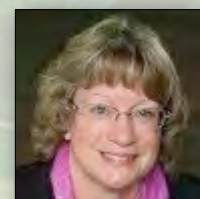
This article would not be complete if I did not recognize and thank all of my teammates at both locations who jumped and twirled and sang out jump rope rhymes over and over again to help support me in this experiment. Thank you! Thank you!

#### References:

Aylesworth, J. & McClintock, B. (2009). *The Mitten*. New York: Scholastic Press.

Hoban, R. & Hoban, L. (1964). *Bread and Jam for Frances*. New York: Harper-Collins.

*Carol Ann Freeman creates and teaches themed curriculum to teach English to children and beginner adults in Hungary and teaches TESOL Methods courses at Nyack College in Nyack, NY.*



International Journal of Christianity & English Language Teaching  
Volume 3 (2016) of the IJC&ELT is now available!  
Go to [www.celea.net](http://www.celea.net) for a downloadable copy.

The International Journal of Christianity & English Language Teaching (IJC&ELT) is the official journal of CELEA. IJC&ELT publishes articles and reviews related to English Language Teaching (ELT), with a perspective of particular interest to Christians, and specifically Christian English language educators.

We welcome your contributions for Volume 4 (2017). Contributions should be submitted to the editors at the IJC&ELT website, which can be found through [www.celea.net](http://www.celea.net).

CELEA members will receive an email message when each new issue is published, usually in the first quarter of the year. When you hear about a new issue, please let your friends and colleagues who might be interested in it know about this free, open access resource for professionals in English language education.

The journal is supported by the Department of Applied Linguistics and TESOL at Biola University.

Michael Lessard-Clouston & Michael Pasquale, IJC&ELT Editors

# IJC ELT



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At the editors' discretion, in consultation with the CELEA Board, CELEA News will publish advertisements that are relevant to CELEA readers. Print-ready advertising space for books, teaching materials, jobs and service opportunities may be purchased at the rate of US \$50 per ¼ page and US \$100 per ½ page. CELEA News will publicize relevant conferences and calls for proposals at no cost. All ads must be received in PDF, JPG, or TIFF formats.





## Semantic Sensitivity

Iris Devadason, [devadason.iris@gmail.com](mailto:devadason.iris@gmail.com)

Teaching English to students of theology is often frustrating as all books and materials found in libraries are not totally relevant for us who teach seminarians. This was the situation in 1980 when I had the challenge of teaching a Master's in Theology class for 120 hours during the summer break. Relying on intuition and judging by the age, high motivation level, and seriousness of the students, some already ordained, I looked in libraries and bookshops for suitable material. A book, which providentially caught my eye, was lying on the floor, covered by dust. I picked it up and looked at it before putting it back on the shelves (being a neat person!). The book was *Writing as a Thinking Process*, by Mary S. Lawrence (1972).

I knew intuitively that this was a significant find. I was thrilled and bought it straightaway. The book is based on the principles of cognitive psychology and appealed to me at once as students from the age of 25 to 45 needed semantics such as this. (It is also like steps four, five and six of Bloom's well-known *Taxonomy of Educational Objectives*, but with a different manner of presentation as it is for a different audience). This was a significant find because: my students needed to know what they meant when they wrote something; they should have been able to distinguish between content and comment; they needed to be aware of the 'illocutionary force' of what they had said or written.

My views were endorsed by a student who was very weak in English and who told me that within a week or so of my teaching him he now "understood" his weakness. This was an adult student who had to later write a 30,000-word thesis, a rite of passage in this course to get his Master's degree.

I do not claim that he got over errors at the lexico-grammatical level; however, he now understood how to communicate through his writing in academia. He also understood why the instructors at this college expected him to study independently, to read critically, and to articulate his thoughts with clarity. He was used to having notes given to him to learn at his previous college, which is a common way of teaching in secular colleges in rural areas in India.

The book is about writing logically and provided clear definitions and exercises through which to practice. As I had only six weeks to teach every aspect of ELT, and because my students were older and theologians, I converted her ideas to my purpose and this article will show how this is possible. The number of students in my classes from 1980 to 2006 was between four and seventeen, on average, about ten students. This is a good number to do some intensive and meaningful teaching in India. Our general English classes always had sixty or more students in them!

## Step I

I began by showing them how this could be done. *This is teaching by demonstration.*

I wrote a short paragraph on Women's Ordination, which was still not agreed to by the Church of South India (CSI) in 1980, though the Church of North India (CNI) had approved it. Then, I gave the following instructions: Read the following essay very carefully:

I propose that the Church of South India should straightaway ordain women as presbyters. We have waited long enough. I cannot accept the view that women are inferior to men since the Bible clearly states that both sexes were created in His image. If woman is inferior, surely God is imperfect! I therefore do not hesitate to refute this argument entirely.

Woman is an integral part of humanity and the church's hesitation in officially recognizing her services is as foolish as a factory closing down one section of its works or at a simpler level, a person cutting off his nose to spite his face. If man is biologically stronger, physically bigger, and temperamentally more aggressive, a woman has virtues of a different kind in each sphere. Her role in procreation, the advantages of her physical smallness and psychological idiosyncrasies need not be elaborated as the Woman's Liberation Movement has said enough on these subjects.

Today, India has a woman Prime Minister and even the United Kingdom cannot make claims to priority in this respect. In her past, many queens have played valiant roles in the political sphere, the Rani of Jhansi being actually feared by the British.

In the home, in society and in the world women have never been indifferent to the progress and achievements of their fellow beings. Their own performance as daughters, wives and mothers has been sublimated widely into the roles of doctors, teachers, space-travellers and athletes. All women do not yearn to be presbyters, but the few who have opted for this vocation, such as Sisters S. E. Paul of Madras Diocese and Mrs Florence Deenadayalan of Karnataka Central Diocese, should not be denied this official recognition from the church.

If the Church of South India ordains women without delay it will be the morning star on the horizon of all liberal groups all over the country ever-shining, ever-guiding those who grope in the dark now.

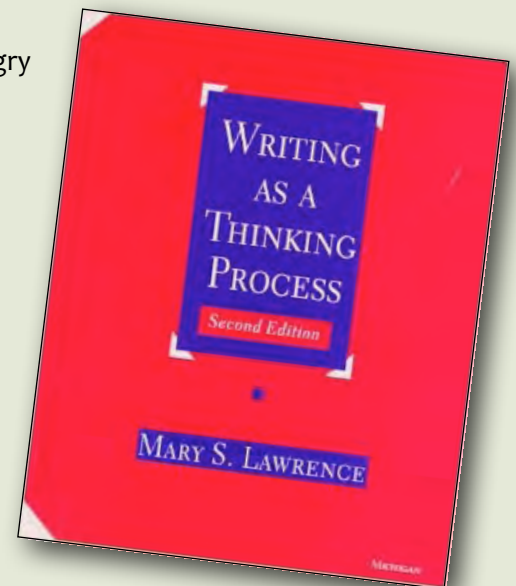
"... There is no male and female, for you are all one in Christ Jesus" Galatians 3:28 (ESV).

Next, I gave it to them as a read and comment exercise. I asked them to guess who had written it, and where and why it had been written. One angry student said, "She sounds like a feminist fighting at court!"

The discussion took the entire class time, as male students were totally involved, some from orthodox churches! When I explained later that I had written it, to prove a point about writing, not ordination, he actually apologized to me.

I then handed out my analysis of the essay I had written, with the following instructions: "Now read the following carefully, as I re-read the passage, applying each label below to the sentences above:

1. Proposal
2. Personal opinion
3. Cause and Effect
4. Hypothesis
5. Refutation
6. Analogy
7. Classification



8. Chronological order- Reverse
9. Comparison & Contrast
10. Spatial order
11. Classification
12. Generalization and Specifics
13. Hypothetical-Prediction
14. Quotation....to support earlier Refutation”

The effect on them was miraculous. I explained to them that, though my writing sounded spontaneous, it was artificial and a tailored task. Yet, if I could do it, then so could they! Further, if they wrote with meaning and understanding their subject teachers were not likely to ask questions about what they wrote for them. This type of writing avoids what I call “WIRMI,” or “What I really mean is...”

### Step II

I then said we would practice the many different methods of logical organization (MLOs) here, choosing what we needed for theology. I made photocopies of relevant parts of the book and circulated this to the students. I explained each method with the secular examples in the book and that, although they are all American examples, we could use it with reference to the Bible.

I elaborated on the MLOs and offered practical advice on how to choose relevant methods when they wrote class assignments. For example, Church history students would need to use the Chronological Order and Spatial Order method, suggested here, more than anything else, as a way of describing movements and eminent personalities. Theology and ethics students would perhaps need methods such as the Hypothesis, Cause and Effect, Prediction or Analogy as a way of speaking of God, man, life, death and other abstractions.

Christian ministry students would need a variety of MLOs as their field covered so vast an area of Christian life. All courses of study might need MLOs such as Generalization and Specifics, Comparison and Contrast and Classification, Asking Questions, Distinguishing between Fact and Opinion, etc.

### Step III

I then divided the students into groups and asked them to make a list of the miracles and parables in the Bible. This was a home task, to be done in small groups, referring to the Bible in English. Having bachelors’ degrees in theology already, this was no challenge to these students, but required re-reading.

### Step IV

The next task was to classify the miracles and parables according to content, which we did in class. I insisted on groupings of only four to six. This called for re-reading and interpretation, as some of these stories tend to overlap. There was much discussion and explanation of views. As the teacher was a layperson, students were confident that their views would enlighten her! This exercise took about two hours, as we ensured that every voice was heard. They suggested classificatory titles like Healing, Forgiveness, Natural and Supernatural Elements, Agricultural Imagery, Human Relationships, Faith and Compassion.

### Step V

Finally the students were asked to write a paragraph of about 500 words, at home, stating what they believed was an appropriate way of classifying these miracles or parables, writing topic sentences which summarized their views, using clauses and cohesive devices to link ideas, and rewording their opening sentence as a concluding sentence, as a way of creating good paragraphs.

All of this had been taught earlier, when I presented the structural aspects of writing.

Lawrence’s book provided the semantics of good writing and clear thinking, which complemented what the students had learned about the good structures of writing.



### Further exercises

I have created many lessons on this major area of teaching writing in the years that followed my first class. For example, I have asked my students to compare and contrast the lives of Peter and Paul. The book has the structure vocabulary required for each kind of writing and the sample exercise for this particular structure was the lives of Lincoln and Kennedy. Other examples I have used are to have students classify the different kinds of theological colleges in India, to write about one aspect of the Independence Movement in India using Chronological Order and Spatial Order MLOs. The potential to make the most of these methods is great and exciting.

Later, in 2009, at a secular college for engineers, I did the opposite. Then, I used the exercise again, with changes, for a theological college in Bangladesh, in 2014.

### Sharing this with secular teachers too

Addressing a group of over 100 practicing teachers at Bangalore University in 2012, I wrote another paragraph on a topic of general interest and applied the same technique of teaching it. This approach was well-received and many asked for more information about Lawrence's book.

When I did visit Ann Arbor in later years, in 1996, I tried to meet the author to thank her for her wonderfully written book. Sadly, no one seemed to know of her. I hope my article will help to keep her memory alive, as she must have been a great teacher.

### References:

Lawrence, M. S. (1972). *Writing as a thinking process*. Ann Arbor: University of Michigan Press.

Dr. Iris Devadason has a PhD in Applied Linguistics and an M.Sc, as well as an MA in English and BA Honors in English. She has taught for nearly 50 years teaching, even after retirement, first at the United Theological College Bangalore for 26 years and later at Bangkok Institute for Theology and St Andrews Theological College Dhaka, Bangla Desh. She also taught in Bangalore in a church organization training young women. She is from The United Theological College, Bangalore, South India. She has published five papers on [ESP:theology](#) and her doctoral thesis *Linguistic Inputs for Thesis Writing in Theology* (2012) is available on Amazon and Kindle.



# A Threefold Cord in Alternative Assessment: Collaboration, Creativity, and Critical Thinking

Virginia Hanslien, [virginiarose818@gmail.com](mailto:virginiarose818@gmail.com)

Can you imagine a collaborative and creative test alternative that gives your students an opportunity to think critically and enjoy themselves along the way? The Bible calls us to collaborate. “Two are better than one... a threefold cord is not easily broken.” Ecclesiastes 4: 9, 12 (ESV). Collaboration is an excellent vehicle for moving students towards creativity and critical thinking.

For a number of years, I have successfully used the famous mystery, *Death on the Nile*, as a test alternative in conversation classes (Buck, Clymer, Fine & Wilson, 2004). Students collaborate on a script that reveals who the murderer is, how and why the murder was committed, and then create a four to seven minute video from their script. The requirements for the script include: asking four to six starter questions, answering those questions and writing follow-up questions, using rejoinders, seven to ten vocabulary words or phrases from the movie, and three to five modals of certainty. In addition to writing the script, each student takes on the role of one character from the movie in the making of the video. This offers opportunities for creativity that allows students to break free from their old language patterns and pushes many to a higher level of language learning.

This project addresses the motivation issue that many students face. In *Motivational Strategies in the Language Classroom*, Zoltan Dörnyei (2001) explains, “Humans like to be challenged... This means that tasks in which learners need to solve problems, discover something, overcome obstacles... are always welcome. Tasks which concern ambiguous, problematic, controversial, contradictory, or incongruous material stimulate curiosity by creating a conceptual conflict that needs to be resolved” (p. 76).

There are several keys to the success of this project. The first key in making this project successful was to lead students through the creative process. When the script is first introduced, students discuss with a partner who they think the murderer is. By the end of the activities related to the movie, the students are required to write on a piece of paper who they think did it and why. This focuses students for the next class where they are given time to work on their script. This is followed by rehearsals where students read through their scripts, and the teacher makes suggestions and comments. In the last class, the students watch the videos. This is always a highlight for me and for my students. In addition, we watch the final scenes of the movie and reveal the real name of the movie (At the beginning of the project, students were told that the name of the movie was *Love in Cairo* to keep them from downloading it and watching it on their own).

Another key to the success of the project is to pick appropriate material for the age level. I chose the movie *Death on the Nile* because it is a story about a couple who kills an heiress for her money (Buck, Clymer, Fine & Wilson, 2004). It is a mystery where the difference between right and wrong is clear. The story also gives students opportunities to think about detectives as agents for justice, letting them think through an ethical dilemma. Additionally, the concept of a love triangle is something to which university students can easily relate.

The third key for making this project a success is to create a rubric to assess the script and the videos that the students made. The rubric for the script includes looking carefully at the quality of questions, answers,

rejoinders, vocabulary, and grammar used. The rubric for the video includes assessment of pronunciation and fluency for each student.

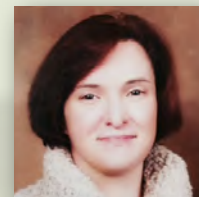
For teachers who have been frustrated with oral assessment, projects like this could be an alternative assessment for the classroom. The benefits are numerous. First, in a project like this, students move beyond the language that they would normally use in traditional oral assessment (such as question formation, answers, grammar, and vocabulary). Second, in this type of project, students work together in small groups in a collaborative, creative, meaningful way that gives them an opportunity to critically think through the problem of this mystery. Third, students engaged in this type of project do most of their communicating with each other in English while working on the project. Finally, projects like this facilitate a combination of collaboration, creativity, and critical thinking, which builds a memory cord, elevating the students' English levels to a new communicative level beyond the constraints of traditional oral assessments.

### References:

Buck, M., Clymer P., Fine, D. (Producers), & Wilson, A. (Director). (2004). *Death on the Nile* [TV Episode]. United Kingdom: Arts & Entertainment (A&E).

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.

Virginia Hanslien teaches for the Sejong Institute of Foreign Language Studies at Korea University's Sejong Campus. She co-facilitates the Christian Teachers Special Interest Group (CT-SIG) associated with KOTESOL and is the web-editor for the CT-SIG blog, <https://chroniclesofhopekorea.wordpress.com/>. She presented *A Threefold Cord in Alternative Assessment: Collaboration, Creativity, and Critical Thinking* at CELT Seoul 2016. She is married, and has three boys: Justin, Aidan, and Jordan.







## Book Review: Tried and True ESL Lessons Level 1 Book A and Tried and True ESL Lessons Level 1 Book B

S. Quinn O. Dyrli, [qdyrli@luzerne.edu](mailto:qdyrli@luzerne.edu)

**Title:** *Tried and True ESL Lessons Level 1 Book A*

*Tried and True ESL Lessons Level 1 Book B*

**Author:** Barbara Kinney Black

**Publishing Information:** Charleston, SC: Barbara Kinney Black

### Description:

*Tried and True ESL Lessons Level 1 Book A* and *Tried and True ESL Lessons Level 1 Book B* aim to provide English language instructors with a variety of prepared lessons for teaching English language learners (ELLs) in a ministry setting. The lessons “utilize a **functional approach** to language learning with an emphasis on simulating real life language situations... through a lot of **speaking and communication practice activities**... for everyday life in an English speaking country. They also contain a **biblical principle** related to the content of the lesson” (Black, 2015a, p. 2).

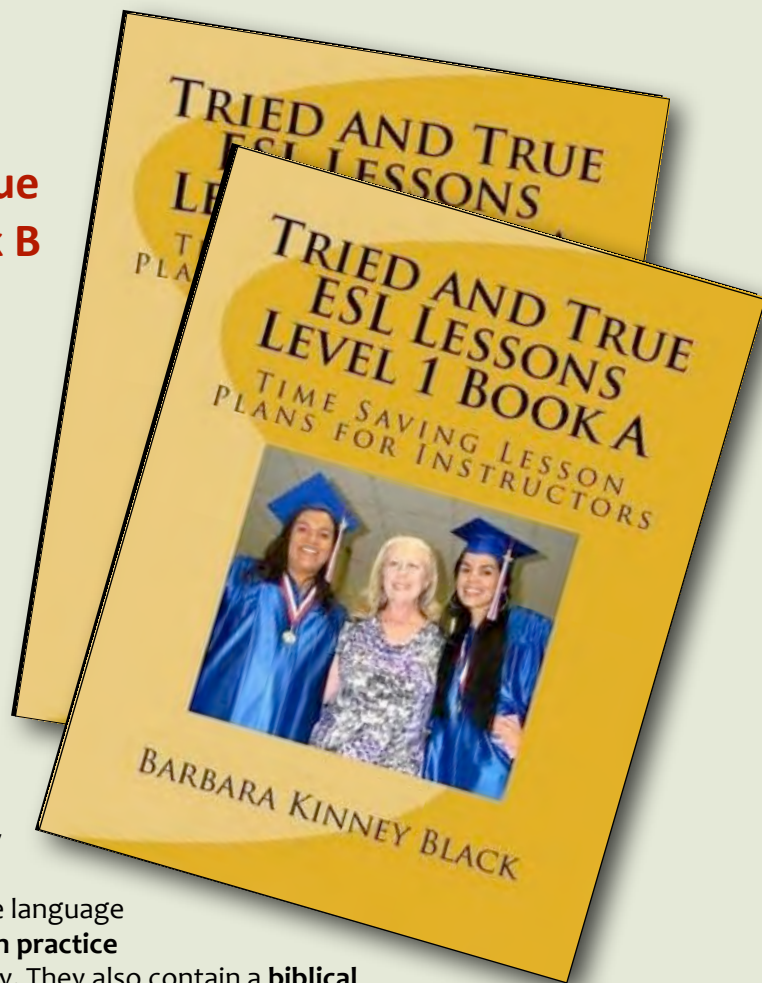
*Book A* contains six units: *Personal Communication*, *The Community*, *Let’s Eat*, *Shopping*, *Housing*, and *Medical*. The units are divided into 13 lessons. *Book B* contains seven units: *Employment*, *Personal Finance*, *Daily Living*, *Transportation*, *Personal Communication*, *Food*, and *Shopping*; it is divided into 16 lessons.

This curriculum covers a variety of essential life skills and provides plenty of activities for an instructor to give the learners practice speaking and communicating. In addition to the books providing instructors with time saving lesson plans, instructors and organizations can purchase the accompanying student books and resource manuals. The author notes that the student books contain lessons that are eight to ten pages long, with “vocabulary supported by pictures for comprehension, speaking, listening, grammar, pronunciation, and communication practice activities. There are also assignments... designed to reinforce language learning.” (p. 2).

Each lesson in the instructors’ book begins with an outline of the lesson and follows the same format, beginning with prayer for the students and the instructor. Next, the lesson objectives and functions are listed, followed by grammar structures, the biblical reference or principle, the materials and preparations needed, the introduction to the lesson, and the introduction to the new vocabulary. The outlines are followed by the lesson themselves, which contain vocabulary, speaking activities, practice with grammar points and pronunciation, and extension activities for the learner.

### Intended Audience:

*Tried and True ESL Lessons Level 1: Time Saving ESL Lessons for Instructors*, books A and B, are unmistakably designed to be used in a ministry setting and provide instructors with lessons that are practical and contain biblical principles that relate to the language and content instruction. These books would be most useful to instructors of adults who are very new learners of English, although the lessons could easily be adapted for teaching any age level in any setting.



## Strengths and Weaknesses:

Overall, the goal of *Tried and True ESL Lessons Level 1, Books A: Time Saving ESL Lesson Plans for Instructors* and *Tried and True ESL Lessons Level 1, Books B: Time Saving ESL Lesson Plans for Instructors* is to provide instructors with a repository of pre-planned lessons. The author clearly states the expected time needed to complete the scope and sequence of this curriculum. The lessons would be suitable for weekly 1-1/2- to two-hour sessions that can be completed in 30 weeks, which lends itself nicely to following a typical school year calendar. Previewing the table of contents, one can clearly see that the scope and sequence are also well organized around topics that are essential for adult English learners. The instructors' resource also lists the corresponding pages in the students' books, which is a helpful feature.

Additionally, the author provides a wide variety of fun and interesting extension activities for the learners. These activities contained step-by-step directions for any games or activities with which the instructors may not have had experience, as well as answers to the extension exercises.

These books would earn a high rating for providing the learners with opportunities to practice reading, listening, speaking, and for their emphasis on grammar and language structures. The books would not earn as high a rating, however, for providing opportunities for learners to practice their writing skills. This is, in large part, because the amount of writing practice was not as great in the early lessons, mainly in the form of fill-in-the-blank exercises, circling correct answers, etc. The writing activities did, however, gradually increase to an appropriate amount of writing, at the level of language proficiency that an instructor might expect by the end of this 30-week curriculum.

Each lesson focuses on one or two life skills, as well as one or two grammar points. This is completely suitable to the suggested 1-1/2 to 2 hour weekly lessons. Most lessons introduce five to seven vocabulary words, which is ideal. Research has shown that vocabulary learning only happens by using the words in context and that the learner should have no more than seven new words in a class period, so instructors should limit the number of new vocabulary words to seven per lesson to aid in comprehension and recall (Bailey & Pransky, 2013; Lightbown & Spada, 2013). One of the weaknesses of this curriculum is that some units introduce as many as 18 new vocabulary words in a single lesson. However, most are high frequency words that are commonly used in everyday life and they are grouped into related topics and themes according to the units this curriculum covers.

The instructors' resources were printed with a goal of keeping costs low, and that goal was accomplished: instructors can buy the books very inexpensively, which is a benefit to those who working within the financial constraints that are typical of many ministry settings. One of the drawbacks of this budget-minded resource, though, is that the pages were printed only in black and white, which might decrease the levels of interest and appeal to users. Additionally, the pages are not reproducible for student use. Student books are available for purchase at very reasonable cost, however, as is an accompanying resource book "of full color photos of the vocabulary... designed to support comprehension and further enhance the instructors' presentation and students' clear comprehension" (p. 2).

## Conclusion:

Overall, *Tried and True ESL Lessons Level 1 Book A* and *Tried and True ESL Lessons Level 1 Book B* would be an asset to teachers of adult English learners who are looking for a low-cost, comprehensive, introductory curriculum for ministry-based ESL classes. For instructors who have little experience teaching English as a second language, this resource would be an excellent starting point. For those who are experienced teachers, this resource may provide additional creative and interesting activities to incorporate into an established repository of ESL lessons.

## References:

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## About CELEA News:

**Guidelines for Contributions:** CELEA News is the newsletter of the Christian English Language Educators Association (CELEA). We are particularly interested in receiving relevant announcements, news items, and especially submissions or ideas for our Articles section. We welcome short (about 250-500 words) or longer (up to about 2500 words) articles that describe a favorite classroom activity or teaching technique, reflect on experiences or interests you have had or are developing, or report on classroom or other research, etc. We also invite book, software, and other reviews, plus response articles to something published in CELEA News or elsewhere, or to relevant presentations you have attended, talks you have heard, etc. Writers might offer another perspective, raise some questions, or present new practical, philosophical, or theoretical points of view on topics of interest to CELEA members.

Submissions may be drawn from relevant conference presentations or report on readings you are familiar with or research you have carried out. Some articles will include a more obvious or detailed Christian perspective, while others may appear less so. Yet our main audience is clearly Christians, and in particular CELEA members and other people interested in relevant topics and issues from a Christian point of view. If you have an idea and are considering submitting an article, we would be happy for you to correspond with us about it. If it does not seem appropriate for CELEA News we might be able to suggest other options. If you have something for us

to consider, please first review articles in recent issues of the newsletter for models and examples, observing the style and format (e.g., APA, etc.). Prepare your submission as a Word document and be careful to quote sources appropriately, including all references you mention, and respect the copyright of any authors you cite. Then contact us to state that you have something for us to consider for publication, and we'll work with you on it from there. Please plan on submitting a photo of yourself and a short biography for inclusion with your article. If you have photos related to your article, please also include those for possible use. We look forward to hearing from you and possibly working with you on your submission. Contact Kimberley Gamez at [kimgamez@gmail.com](mailto:kimgamez@gmail.com).

**Letters to the Editor:** We welcome your thoughts! You may want to post your ideas on the CELEA website for discussion. If you would like to write us, send your email to Kimberley Gamez at [kimgamez@gmail.com](mailto:kimgamez@gmail.com).

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### Christian English Language Educators Association

CELEA is a non-profit educational association which functions as the Christian English Language Educators Forum (CELEF) in conjunction with the annual TESOL convention, where it holds an academic session, booth, and networking session.



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